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ABSTRACT

Based on James Rath's theoretical/conceptual model, the Sullivan Performance Based Teacher Observation Scale (SPBTOS) is offered here to help teachers and teacher educators observe, record, compare, and evaluate the strategies of student teachers in performance based and traditional teacher training programs. The 14-page scale consists of 13 major categories related to the teaching functions, including the abilities of diagnosing student learning problems, developing curriculum materials, developing student work habits, and participating in community/professional activities. Data on the reliability and validity of the instrument are also offered. (RL)

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SULLIVAN'S PERFORMANCE BASED TEACHER OBSERVATION SCALE

(SPBTO)*

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* Based on the Theoretical Model of Rath's (1967)
Strategies For Studying Teaching

The Sullivan Performance Based Teacher Observation Scale

The Sullivan Performance Based Teacher Observation Scale (SPBTOS) is an observational scale which allows the educator to observe, record, compare, and evaluate the teaching strategies employed by student teachers trained in Performance Based and Traditional Teacher Training Programs.

Sullivan(1970) and Sullivan(1978) developed and utilized this instrument to assess the teaching competencies of senior interns in the Division of Childhood Education at Florida International University, Miami, Florida, and the assessment of interns at Florida Agricultural and Mechanical University, Florida State University, Florida Atlantic University, and Florida International University

This observational scale, based on the theoretical and conceptual model of James Rath (1967) and the review of the literature on the research findings of the Multi-state Consortium on Performance Based Teacher Education, is composed of thirteen major catagories, related to the teaching functions.

The competencies are reflected in the thirteen following categories:

I. Explaining, Informing, Demonstrating, and Involving Students In Each Area Of The Content Area

II. Demonstrating Their Competencies and Abilities To Initiate, Organize, Organize, Direct, and Administer The ACtions Of Students In Reaching Crucial Decisions That Will Affect Them

III. Demonstrate Their Ability To Unify The Group Into A Class, For Instructional Purposes

IV. Utilize Their Knowledge And Skills In Providing Security To Students

V. Demonstrate Their Abilities To Develop Students' Affective Domains

VI. Demonstrate Their Abilities To Diagnose Students's Learning Problems

VII. Demonstrate Their Skills And Creative Abilities, By Developing Curriculum Materials For, At Least, Two Content Areas

VIII. Demonstrate Their Competencies In Recording And Reporting Selected Materials

IX. Apply Their Knowledge Gained In The Area Of Community Relations To Their Present Teaching Situations

X. Demonstrate Their Abilities To Effectively Organize And Arrange The Classrooms For Effectively Teaching Purposes

XI. Demonstrate Their Abilities To Interact Successfully On Professional a Basis

XII. Participate In The Professional And Civic Life Of The Community, As Often As Possible

XIII. Plan, Implement, And Evaluate Strategies For Developing Students' Work Habits

The reliability coefficient for this observation scale was calculated by use of the Kuder Richardson K-R 20 and the Spearman-Brown Formulas, and was found to be .80 to .85.

Validity for this instrument was established by using curriculum criteria, based on the established competencies for a Performance Based Teacher Education Program, as reflected in the original nine pilot Performance Based Teacher Educatior Programs (University of Georgia, University of Texas, University of Houston, Florida State University, University of

Michigan, University of Massachusetts, University of Pittsburgh, Northwest Regional Laboratory, and Weber State University).

Content validity for the instrument was based upon standards by Black(1971); test items were based on performance objedtives in the instructional program. As Black has pointed out, the validity of a criterion-referenced test rests upon the fact that it is based upon instructional objectives which define what pupils are expected to learn; once the objectives are selected, the achievement criteria, and other pertinent data of the existing curriculum.

Given an opportunity to observe carefully, supervise closely, and work cooperatively with teacher, the observer will present in writing on spaces provided, evidence that supports the teacher's ability to perform these selected tasks in the teaching-learning situation.

TASK AND ENABLERS (TEACHING FUNCTIONS OR STRATEGIES)	NATURE OF THE INSTRUCTIONAL RESOURCE PRESENTED AS SUPPORTING EVIDENCE	CONTENT AREA	DATE PERFORMED OR OBSERVED	EXTENT TO WHICH STUDENT HAS EXHIBITED THIS COMPETENCY				
Task I	Method of Instruction*	Skills to be Taught	Demonstrated Competency	4 Outstanding	3 Good	2 Acceptable	1 Unacceptable (Poor)	0 Not Applicable
The trainee will explain, inform, demonstrate and involve students in each area of the content and curriculum in which he teaches. Enablers A. Establish clear lines of communication and interaction with students. B. Guide students, through inquiry, to use facts and concepts to develop accurate generalizations. C. Utilize effective questioning strategies and techniques which encourage both inductive and deductive thinking. D. Demonstrate through her work, that she possesses a thorough knowledge of sound psychological, philosophical, sociological principals of education.								

*McCleary's Category of Methods of Instruction in Performance Based Teacher Education Programs: 1. Reading, 2. Lecturing, 3. Field Trips, 4. Discussions, 5. Case Studies, 6. Scenario. 7. Learning Activities, 8. Computer Assistance, 9. Tutorial, 10. Student Research, 11. Lab Approach, 12. Gaming.

TASK AND ENABLERS (TEACHING FUNCTIONS OR STRATEGIES)	NATURE OF THE INSTRUCTIONAL RESOURCE PRESENTED AS SUPPORTING EVIDENCE	CONTENT AREA	DATE PERFORMED OR OBSERVED	EXTENT TO WHICH STUDENT HAS EXHIBITED THIS COMPETENCY				
				4 Outstanding	3 Good	2 Acceptable	1 Unacceptable (Poor)	0 Not Applicable
Task II Given a school setting, the teacher will demonstrate his ability to initiate, organize, direct, administer the actions of students in reaching crucial decisions that will affect them. Enablers A. Structure experiences by which the student will develop class cooperation and unity. B. Provide opportunities in which students will engage in activities to develop decision making skills. C. Respect the contributions, dignity and worth of each student at all times. D. Encourage students to analyze and question existing situations. E. Encourage and respect the individual differences and opinions, and philosophies of students when they express their attitudes, values, prejudices, and concerns. F. Demonstrate the use of interpersonal communication skills (verbal and non-verbal) with students.								

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				4 Outstanding	3 Good	2 Acceptable	1 Unacceptable (Poor)	0 Not Applicable
Task III Given a collection of boys and girls of the same grade level in a classroom, the teacher will demonstrate his ability to unify this group into a "class" for instructional purposes. (Affective Domain) Enablers A. Develop learning experiences where students can share materials and ideas in reaching solutions to problems and issues. B. Emphasize the importance of developing class unity and cooperation. C. Respect the dignity and worth of each student at all times. D. Demonstrate positive feelings of self-worth to convey confidence in pupils. E. Utilize basic skills of developing group dynamics.								

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				4	3	2	1	0
				Outstanding	Good	Acceptable	Unacceptable (Poor)	Not Applicable
Task IV The teacher will utilize his knowiedge and skills in providing security to students, i.e., developing positive self-concepts. Enablers A. Apply the humanistic approach to teaching students. B. Establish the type of social and academic climate that is conducive to the development of good mental health. (Affective Domain) C. Encourage healthy, objective competition among students. D. Provide support and assurance to students when needed. E. Develop a keen sensitivity to students who have a need for economic security. Report these facts to the proper source for counseling. F. Help students to become responsible and not to abuse liberties they may enjoy. G. Differentiate methods and materials as needed to give students a sense of accomplishment.								

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				4	3	2	1	0
				Outstanding	Good	Acceptable	Unacceptable (Poor)	Not Applicable
Task V The teacher will demonstrate his ability to develop students' affective domain. (Additional) Enablers A. Given a real or simulated experience, the trainee will guide a discussion in which students will identify their interest, likes, and dislikes. B. Provide opportunities for students to question, compare, observe, classify, interpret and evaluate their basic assumptions. C. Generate a climate of sincerity and acceptance. D. Strive toward the development of students' ability to plan and achieve their own destinies through the selection of their objectives and instructional resources. E. Always maintain a balance between talking to pupils and listening to student's needs, interests, problems, and achievements, incorporating students' input and feedback in planning their programs and experiences.								

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				4 Outstanding	3 Good	2 Acceptable	1 Unacceptable (Poor)	0 Not Applicable
Task V Continued F. Utilize a variety of paraprofessionals and other resource personnel as support services during and following classroom activities.								
Task VI The teacher will demonstrate his ability to <u>diagnose students' learning problems</u>. <u>Enablers</u> A. Be alert and sensitive to signs of students' health, emotional or academic problems. Respond to these with positive action, or suggest possible courses to be taken. B. Recognize acts of misbehavior and other disciplinary actions as symptoms of deeper problems either academic, social, or physical. Seek solutions to the causes of such problems, rather than treat the symptoms.								

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				4 Outstanding	3 Good	2 Acceptable	1 Unacceptable (Poor)	0 Not Applicable
Task VI Continued C. Be alert to students who present special learning problems or disabilities. Seek professional assistance when necessary. Task VII Given the need for additional teaching aids, the teacher will demonstrate his skills and creative abilities by developing curriculum materials for at least two content areas: (Examples of types of materials to be developed.) experience charts murals games tests slides movies video tapes books painting poems others Rewrite curriculum materials when needed for the appropriate readability level of pupils.								

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				4 Outstanding	3 Good	2 Acceptable	1 Unacceptable (Poor)	0 Not Applicable
Task VIII Based on the assumption that accurate documentation of students growth and behavior is essential to good teaching, the teacher will demonstrate his competency in recording and reporting selected materials. Enablers A. Develop and use lesson plans with objectives that are clearly stated in terms of the expected behavior of the students. B. Become involved in the actual process of reporting pupil progress to parents. C. Collect and utilize data of student's work and behavior patterns to serve as basis for discussion or assessment during conferences on pupil progress or discipline problems.								

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				4 Outstanding	3 Good	2 Acceptable	1 Unacceptable (Poor)	0 Not Applicable
Task IX Having been exposed to the school environment and other segments of the community, the teacher will apply his knowledge gained in the area of community relations to his present teaching situation. Enablers A. Try to identify yourself with the people of the community in order to develop a sensitivity to their problems, solutions, their growth and aspirations. B. Become familiar with other service areas in the community that serves the students of the schools. (Example: library, park) C. Plan projects and/or units of work which will facilitate the use of facts, concepts to reach generalizations which will then be applied to the solution of problems of local concern or enrichment.								

TASK AND ENABLERS (TEACHING FUNCTIONS OR STRATEGIES)	NATURE OF THE INSTRUCTIONAL RESOURCE PRESENTED AS SUPPORTING EVIDENCE	CONTENT AREA	DATE PERFORMED OR OBSERVED	EXTENT TO WHICH STUDENT HAS EXHIBITED THIS COMPETENCY				
				4 Outstanding	3 Good	2 Acceptable	1 Unacceptable (Poor)	0 Not Applicable
Task X Given a well equipped classroom the teacher will demonstrate his ability to effectively organize and arrange it for teaching purposes. Enablers A. Involve students in planning and exhibiting their work in the classroom. B. Assume the responsibility for making the classroom neat, clean, attractive, and well ventilated. C. Keep the physical organization of the room quite flexible and conducive to the learning experience in operation. D. Be sure that the materials, equipment, and supplies needed for instructional purposes are readily available as needed.								

TASK AND ENABLERS (TEACHING FUNCTIONS OR STRATEGIES)	NATURE OF THE INSTRUCTIONAL RESOURCE PRESENTED AS SUPPORTING EVIDENCE	CONTENT AREA	DATE PERFORMED OR OBSERVED	EXTENT TO WHICH STUDENT HAS EXHIBITED THIS COMPETENCY				
				4 Outstanding	3 Good	2 Acceptable	1 Unacceptable (Poor)	0 Not Applicable
Task XI Given an opportunity of teaching and working with the students and staff of the school in which he is employed, the teacher will demonstrate his ability to interact successfully on a professional basis. Enablers A. Participate in school or school related activities. B. Attend faculty meetings and conferences in connection with his professional responsibilities. C. Keep well informed of current happenings in the profession. (Research, workshops, etc.)								

TASK AND ENABLERS (TEACHING FUNCTIONS OR STRATEGIES)	NATURE OF THE INSTRUCTIONAL RESOURCE PRESENTED AS SUPPORTING EVIDENCE	CONTENT AREA	DATE PERFORMED OR OBSERVED	EXTENT TO WHICH STUDENT HAS EXHIBITED THIS COMPETENCY				
				4 Outstanding	3 Good	2 Acceptable	1 Unacceptable (Poor)	0 Not Applicable
Task XII Given an opportunity to teach and interact with the principal and other staff members of the school in which he is placed, the teacher will participate in the professional and civic life of that community as often as possible. Enablers A Join in informal professional discussions with peer groups and staff members. Become informed about professional organizations. B. Apply for memberships in professional organizations (if desirable). C. Keep abreast of the current practices and/or research in his field or content area. D. Attend school, county, area or national professional meetings when possible to do so. Task XIII Given a classroom setting the teacher will observe and evaluate student's work habits.								

Task XIII

Given an opportunity to teach and interact with students, the teacher will plan, implement and evaluate strategies for developing students' work habits.

Evaluation of Work Habits in Small Groups

Teacher: Date of Observation:

Students	Works consistently; stays with topic	Participates effectively with other members	Contributes relevant ideas	Is accepting of ideas of others	Uses materials wisely	Completes responsibilities to the group	Uses imagination in researching problems	Skills Involved 4	3	2	1	0
Group I:												
Group II:												

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Task XIII Continued

Teacher: Date of Observation: Skills Involved

Students Group III:	Works consistently; stays with topic	Participates effectively with other members	Contributes relevant ideas	Is accepting of ideas of others	Uses materials wisely	Completes responsibilities to the group	Uses imagination in researching problems	4	3	2	1	0

REFERENCES

McCleary, L., Competency Based Educational Administration and Applications to Related Fields, Ann Arbor, Michigan, ERIC Educational Resources Information Center, ED 077136.

Rath, James., Studying Teaching, Englewood Cliffs, N. J., Prentice Hall, Inc., 1967.